



Indiana
Department of Education

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ISTEP+: English 10

End-of-Course Assessment

Released Items and Scoring Notes

Introduction

Indiana students enrolled in English 10 participated in the *ISTEP+: English 10 Graduation Examination* End-of-Course Assessment (ECA) during the 2012-2013 test administration windows. The English 10 ECA consists of three item types which contribute to a student's scale score: multiple-choice, constructed response, and a writing prompt. It is important to keep in mind that a significant portion of a student's score is calculated from the multiple-choice items on the assessment, which are not addressed within this document.

This document consists of open-ended items from the Spring 2013 administration and includes:

- Sample released open-ended questions
- Rubrics used by trained evaluators to score student responses
- Sample papers used by trained evaluators to distinguish between rubric score point values
- Annotations describing the rationale for scoring student responses

The purpose of this guide is to provide additional English 10 ECA sample items and to model the types of items that are scored using rubrics.

Writing Prompt
Reporting Category: Writing Applications

Question 1

Americans, including teenagers, have become increasingly busy. Many high school students have difficulty managing their time. Consider how high school students can balance busy schedules with healthy lifestyles.

Write a persuasive essay about how you would encourage incoming freshmen to manage their time and maintain a healthy lifestyle. Support your proposal with convincing, concrete solutions to this problem.

Your writing will be scored on the following aspects:

- **Ideas and content:** Does your writing accomplish the assigned task?
- **Organization:** Does your writing contain an introduction, a body, and a conclusion?
- **Style:** Do the language and vocabulary in your writing help to convey a clear message and to create interest?
- **Voice:** Are the tone and language appropriate for your intended audience?
- **Language Conventions:** Have you used correct sentence structure, grammar, and punctuation?

Writing Applications Rubric Grades 5–12

SCORE POINT 6
<p>A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.</p>
<p>Ideas and Content</p> <p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay completely focused on topic and task? <p>Does the writing sample include thorough, relevant, and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and exceptional supporting details that are fully developed? • fully explore many facets of the topic?
<p>Organization</p> <p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)? • progress in an order that enhances meaning? • include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)? • demonstrate control of a challenging vocabulary? <p>Does the writing sample demonstrate exceptional writing technique?</p> <ul style="list-style-type: none"> • Is the writing exceptionally fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer’s techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
<p>Voice</p> <p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a strong sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay focused on topic and task?

Does the writing sample include many relevant ideas? Does it

- provide in-depth information and more than adequate supporting details that are developed?
- explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?
- progress in an order that enhances meaning of text?
- include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)

Style

Does the writing sample exhibit very good word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?
- demonstrate control of vocabulary?

Does the writing sample demonstrate very good writing technique?

- Is the writing very fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 3
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Ideas and Content

Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it

- difficult for the reader to discern the main idea?
- too brief or too repetitive to establish or maintain a focus?

Does the writing sample include very few relevant ideas?

- Does it include little information with few or no details or unrelated details?
- Is it unsuccessful in attempts to explore any facets of the prompt?

Organization

Are the ideas in the writing sample organized illogically?

- Does it have only one or two of the three elements: beginning, middle, or end?
- Is it difficult to follow, with the order possibly difficult to discern?
- Are transitions weak or absent (e.g., without topic sentences)?

Style

Does the writing sample exhibit less than minimal word usage? Does it

- contain limited vocabulary, with many words used incorrectly?
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate less than minimal writing technique? Does it

- lack fluency?
- demonstrate problems with sentence patterns?
- consist of writing that is flat and lifeless?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate difficulty in choosing an appropriate register?
- demonstrate a lack of a sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

ISTEP+ Language Conventions Rubric
Grades 9-12

(Approved August, 2004)

Students will write using standard English conventions as defined in the Indiana Academic Standards for their grade and for all previous grades.	
Score Point 4	<p><i>Does the writing sample exhibit superior command of language skills?</i></p> <p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate superior command of capitalization conventions? • Does the writing sample demonstrate superior command of the mechanics of punctuation? • Does the writing sample demonstrate superior command of grade-level appropriate spelling? • Does the writing sample demonstrate superior command of grammar and English usage? • Does the writing sample demonstrate superior command of paragraphing? • Does the writing sample demonstrate superior command of sentence structure by not using run-on sentences or sentence fragments?
Score Point 3	<p><i>Does the writing sample exhibit good control of language skills?</i></p> <p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate good control of capitalization conventions? • Does the writing sample demonstrate good control of the mechanics of punctuation? • Does the writing sample demonstrate good control of grade-level appropriate spelling? • Does the writing sample demonstrate good control of grammar and English usage? • Does the writing sample demonstrate good control of paragraphing? • Does the writing sample demonstrate good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score Point 2	<p><i>Does the writing sample exhibit fair control of language skills?</i></p> <p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate fair control of capitalization conventions? • Does the writing sample demonstrate fair control of the mechanics of punctuation? • Does the writing sample demonstrate fair control of grade-level appropriate spelling? • Does the writing sample demonstrate fair control of grammar and English usage? • Does the writing sample demonstrate fair control of paragraphing? • Does the writing sample demonstrate fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score Point 1	<p><i>Does the writing sample exhibit minimal or less than minimal control of language skills?</i></p> <p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate only minimal control of capitalization conventions? • Does the writing sample demonstrate only minimal control of the mechanics of punctuation? • Does the writing sample demonstrate only minimal control of grade-level appropriate spelling? • Does the writing sample demonstrate only minimal control of grammar and English usage? • Does the writing sample demonstrate only minimal control of paragraphing? • Does the writing sample demonstrate only minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTES: *The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper, consisting of two or three sentences, may receive no more than two score points.*

Question 4, Sample A
Writing Applications – Score Point 6
Language Conventions – Score Point 4

The Busy Lifestyle of American Freshmen

In the twenty-first century, many Americans have hectic schedules as a result of demanding jobs and families. Students enrolled in high school in this country have seen increased work loads and increased pressure to succeed during the recent years. Students have busy schedules in high school that include academics, athletics, and extracurricular activities. These students must balance their busy schedules to help maintain a healthy lifestyle while enrolled in high school. Incoming freshmen should be urged to practice healthy personal habits, to balance leisurely activities with working ones, and to choose specific activities that they will benefit most from.

Freshmen in high school are overwhelmed with the new stresses of high school. The demanding workload in the classroom adds to already busy schedules outside of school with community and spiritual based programs. Students are required to meet each individual deadline that is presented, and this can sometimes be a monumental task. Often times, students will skip meals or run on very little sleep to meet these deadlines. This can have health consequences and could impair thinking capabilities and problem-solving skills inside and outside of the classroom. Incoming freshman should balance their time, by not procrastinating to meet deadlines, to allow adequate amounts of sleep and plenty of time for meals.

A freshman with a stressed mind will not excell in the classroom or on the practice field. Too many questions are being processed by the mind at one time to allow it to function at its optimal level. Freshmen should be encouraged to balance their time with leisurely activities as well as ones that require extra effort to maintain a healthy lifesyle. Students should understand that they are still considered “children,” no matter what they may think, and as such should find time for fun. Activities could include watching a favorite television series, riding a bicycle, or reading a book for relaxation. By allowing time for fun, the mind becomes less stressed and the students are able to function at their peaks because the weight of worry has been lifted off their shoulders.

Some students when they enter high school have a career path that they think is set in stone. These students try to involve themselves in each and every activity that is presented to them because they think “it looks good on a college application.” These numerous clubs and organizations all have deadlines the must be met and expect strong commitments from its members. By involving oneself in too many activities at once, the student becomes more stressed and begins to lack commitment in the program; the club or organization suffers because of the

decreased support from the overwhelmed member. Students should be encouraged to join only those programs that they have the most interest in. One to three different programs that the student is motivated to support is an acceptable number to still allow a balance that promotes a healthy lifestyle.

All in all students should still remain headstrong and keep up their good grades in high school. They should maintain a balanced schedule that promotes healthy personal habits, that allows time for fun, and that benefits the student in their career path. Time management is a skill that is learned, not acquired. Those that understand time management and utilize it to its fullest potential have decreased stress and healthier lifestyles.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a Score Point 6 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., write a persuasive essay about how you would encourage incoming freshmen to manage their time and maintain a healthy lifestyle).
- stays completely focused on the topic.
- provides in-depth information and strong supporting details that are fully developed (e.g., *By allowing time for fun, the mind becomes less stressed and the students are able to function at their peaks because the weight of worry has been lifted off their shoulders.*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a solid introduction, well-composed middle, and conclusion (e.g., *Incoming freshmen should be urged to practice healthy personal habits, to balance leisurely activities with working ones, and to choose specific activities that they will benefit most from.*).
- is fluent and easy to read; demonstrates very good word usage with excellent writing technique, varying vocabulary and sentence structure throughout the essay (e.g., *By involving oneself in too many activities at once, the student becomes more stressed and begins to lack commitment in the program; the club or organization suffers because of the decreased support from the overwhelmed member.*).
- displays an appropriate register and effectively adjusts language and tone to the task.

Note: A Score Point 6 paper is an outstanding performance. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has mostly correct punctuation with some comma usage errors occurring when the student attempts sophisticated sentence construction.
- has few spelling errors (e.g., *lifesytle* [lifestyle], *excell* [excel]).
- has correct grammar and word usage.
- uses paragraphs effectively.

Question 1, Sample B
Writing Applications – Score Point 5
Language Conventions – Score Point 4

Greetings, Freshmen, and welcome to County High School. I am sure that all of you have heard and read several times, that the only way to be successful in high school is to stay involved in extracurricular activities, so I will not go into detail on that. However, for those of you who took the advice of the numerous adults, I will warn you that whether you are a ball player, a spell bowl participant, a member of the chess club, or any other school club that you can imagine, it is not easy. In high school, nothing good just happens, it takes work. You need to learn how to manage time, make sacrifices, and stay focused on your goals. One little thing that you must master that makes a significant amount of difference, is having a healthy lifestyle.

When you hear the term, healthy lifestyle, I am sure that all of you immediately think- eat apples and bananas, exercise for thirty minutes per day, and get eight hours of sleep. That is what most health teachers will tell you, and most, if not all, of you don't live in what you would consider a healthy way. Living the ideal healthy life sounds hard, but through small steps you can increase your health, which will increase your energy, and in turn increase your grades and participation in other activities. Really, living healthy can be as easy as eating at least two home-made meals per day, joining a sports team, and getting enough sleep to stay attentive without relying on energy drinks.

Also, in order to get the most out of what spare time you have, you need to develop time management skills. That doesn't mean that you need to have every minute organized in a planner, but that would help. It only takes as little as a few minutes of logic on the ride home. Just recall everything that you need to accomplish and what time you have to accomplish it. You can then make a brief schedule to decide when you need to begin what tasks. This helps a ton when completing homework, studying, and various projects from your sports and clubs.

The hard part is to balance your health, activities, and grades. You need to decide upon a minimum level of performance for each of these categories. If one of them should sink below the goal, you may be required to change the others in order to achieve a balance. For example, if you are always hungry in school, you may need to do your homework before breakfast in order to keep you full and attentive. You may also need to cut back on the number of activities you participate in if you are falling behind in your school work.

Therefore, you must use time management to maintain a healthy lifestyle and balance all of your activities. If you simply make sure that you get enough sleep, eat the right amount of food, and get your homework done. Highschool will be easier than you thought.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a Score Point 5 using the ISTEP+ Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., write a persuasive essay about how you would encourage incoming freshmen to manage their time and maintain a healthy lifestyle).
- stays focused on the topic.
- includes many relevant ideas that are fully developed (e.g., *Really, living healthy can be as easy as eating at least two home-made meals per day, joining a sports team, and getting enough sleep to stay attentive without relying on energy drinks.*).
- is organized logically and cohesively with a clear introduction, developed body, and a conclusion (e.g., *Therefore, you must use time management to maintain a healthy lifestyle and balance all of your activities.*).
- exhibits good word usage and demonstrates fluent writing with varied sentence patterns (e.g., *Living the ideal healthy life sounds hard, but through small steps you can increase your health, which will increase your energy, and in turn increase your grades and participation in other activities.*).
- displays an appropriate register and appropriately adjusts language and tone to the task.

Note: A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses mostly correct capitalization (e.g., *Freshmen* [freshmen]).
- has mostly correct punctuation with occasional misuse of commas and missing commas (e.g., *One little thing that you must master [,] that makes a significant amount of difference, is having a healthy lifestyle.*).
- has few spelling errors (e.g., *relyng* [relying], *develope* [develop], *hungy* [hungry]).
- has correct grammar and word usage.
- has a sentence fragment (e.g., *If you simply make sure that you get enough sleep, eat the right amount of food, and get your homework done.*).

Question 1, Sample C
Writing Applications – Score Point 4
Language Conventions – Score Point 4

Scheduling. The word probably comes to mind in reference of classes and guidance counselors. What many high school students don't realize is that now the same term applies to their normal life. The idea of going through and planning your entire day sounds painstaking, boring and complex but the idea has actually probably been used and you don't realize it. It promotes good time management. Scheduling in high schools is easy, useful, and necessary.

When you're in high school you will have a lot of homework. It's not a maybe or sometimes, you will always have homework. The key is doing homework whenever and wherever you can. After-school activities take up a lot of time, especially if you participate in multiple ones. You have to get homework done in the free time in-between. Five minutes here, ten minutes there. It's all you have, make the best of it.

When you get this down as part of a routine, it becomes quite useful. Free time pops up, down time occurs, but again, make the best of it. When most teens come to high school, in an attempt to get work done, they stop hanging out with friends. Down time with people close to you is essential in order to stay sane. You'll get overloaded with pressure and stress.

While you might think this is just an idea, that it's too painstaking and not worth it, it's not an option. Without scheduling you'll drop tasks. Your grades will drop, you'll drop out of after-school activities, you'll lose friends. Take this seriously, you need to work hard at time management. Don't drop your grades and your social life and blame it on the fact that high school is too hard. High school is not too hard, you just didn't use your time wisely.

Time management decreases your workload, that work's difficulty, and your stress tenfold. If you don't think about your life, it won't go anywhere. Scheduling/time management is easy, useful, and also necessary, but few use it. Those that do pass, those that don't fail; which one will you be?

Scoring Notes for Question 1, Sample C

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., write a persuasive essay about how you would encourage incoming freshmen to manage their time and maintain a healthy lifestyle).
- stays focused on the topic.
- provides some supporting details with some development of those ideas (e.g., *You have to get homework done in the free time in-between.*).
- progresses in a logical order with paragraphs; has an introduction, body, and conclusion (e.g., *Scheduling in high schools is easy, useful, and necessary.*).
- includes appropriately chosen vocabulary (e.g., *Time management decreases your workload, that work's difficulty, and your stress tenfold.*).
- is easy to read and mostly fluent; the writer uses varied sentence patterns, including some complex sentences. (e.g., *After-school activities take up a lot of time, especially if you participate in multiple ones.*).
- displays an appropriate register (e.g., *If you don't think about your life, it won't go anywhere.*).

Note: A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, and more sophisticated writing style to receive a higher score.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a Score Point 4 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has some punctuation errors, including comma splices resulting in run-on sentences (e.g., *High school is not too hard, you just didn't use your time wisely.*).
- has two stylistic sentence fragments that do not impact the Language Conventions score.
- has correct spelling.
- has a pronoun/antecedent agreement error (e.g., *that [who]*).
- uses paragraphs correctly.

Question 1, Sample D
Writing Applications – Score Point 3
Language Conventions – Score Point 3

High school is a busy time for teenagers. With new classes, people, sports, and difficulty. Some people have no problem managing thier time efficantly while others can be easily side tracked and distracted, or even just fill up their schedules too much. There are multiple steps to solveing this problem.

The first step is prioritizing. It is very important to have priorities and know what is important to you. Your first priority should be you grades and school work. After school work your priorities could vary based on how important it is to you. Knowing what is important to you helps you get things done.

The second step would be to set time aside for each priority. The amount of time would vary based on how important it is to you. Knowing how much time everything takes is important so you dont overfill your schedule.

These simple steps can help almost anyone learn to manage thier time better to be more productive. Prioritizing, and scheduling are key skills that can help in almost any situation in your life.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a Score Point 3 using the ISTEP+ Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., write a persuasive essay about how you would encourage incoming freshmen to manage their time and maintain a healthy lifestyle).
- stays focused on the topic.
- includes a few supporting details (e.g., *Knowing what is important to you helps you get things done.*).
- attempts an organization with an introduction, body, and conclusion; includes weak transitions (e.g., *The first step is prioritizing.*).
- attempts some sentence variety (e.g., *Some people have no problem managing thier time efficcantly while others can be easily side tracked and distracted, or even just fill up their schedules too much.*).
- displays appropriate register.

Note: A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a Score Point 3 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has punctuation errors (e.g., *After school work [,] your priorities. . . , dont [don't], Prioritizing, and scheduling are key skills. . .*).
- has spelling errors (e.g., *manageing [managing], thier [their], efficcantly [efficiently]*).
- has a usage error (e.g., *you [your]*).
- has a sentence fragment (e.g., *With new classes, people, sports, and difficulty.*)
- has adequate paragraphing.

Question1, Sample E
Writing Applications – Score Point 2
Language Conventions – Score Point 2

High school is a very difficult place to have a job be in a sport and just manage your life. But this is where it all begins. The jobs the your career all revolve around high school. You have to do good in school but. also maintain a healthy life style.

For alot of people studying and having a job is difficult. So when u want to stay healthy its even harder. If you want to stay healthy you can join a high school sport, run with friends, eat healthy. Those are somthings you can do to stay healthy.

Alot of times people can do that kind of stuff. So they just dont do it. It is important to stay healthy. So try to get your schedule to manage between studys, jobs, and staying healthy.

You have to do good in school but also maintain a healthy life style. There alot of diffent kinds of sports that you can join like soccer, football, etc. So get out there and get healthy in high school.

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a Score Point 2 using the ISTEP+ Writing Applications Rubric.

This sample

- partially accomplishes the task (i.e., write a persuasive essay about how you would encourage incoming freshmen to manage their time and maintain a healthy lifestyle).
- exhibits some focus (e.g., *You have to do good in school but also maintain a healthy life style.*).
- exhibits a minimal attempt at organization.
- provides few supporting details (e.g., *If you want to stay healthy you can join a high school sport, run with friends, eat healthy.*).
- exhibits minimal word usage and writing techniques.
- attempts a register appropriate to the task.

Note: A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a Score Point 2 using the ISTEP+ Language Conventions Rubric.

This sample

- uses correct capitalization.
- has missing and incorrect punctuation (e.g., missing commas, *its* [it's], *dont* [don't], *You have to do good in school but. also maintain a healthy life style.*).
- has spelling errors (e.g., *dificult* [difficult], *were* [where], *jods* [jobs], *u* [you]).
- has grammar and usage errors (e.g., *good* [well]).
- has difficulties with sentence construction (e.g., *The jods the your career all revolve around high school.*).
- has frequent errors in a relatively brief writing sample.

Question 1, Sample F
Writing Applications – Score Point 1
Language Conventions – Score Point 1

I dont thik the studens have difficulty whith the time or not every one. the most part of The americans is conformed whit teenagers and the food is nothing. going whit te schedules, is not balance whit the two things cuz the schedule is cant change and its healthy two but is most dificult change the healthy cuz is lake change your stile for life and not everybary whathe change.

Writing Applications

Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a Score Point 1 using the ISTEP+ Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., write a persuasive essay about how you would encourage incoming freshmen to manage their time and maintain a healthy lifestyle).
- has little focus.
- provides very few relevant ideas and less than minimal development.
- exhibits minimal word usage.
- demonstrates less than minimal writing technique that lacks fluency.

Note: A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Language Conventions

Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a Score Point 1 using the ISTEP+ Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *the* [The], *americans* [Americans], *going* [going]).
- has punctuation errors (e.g., *dont* [don't], *cant* [can't]).
- has grammar and usage errors (e.g., *is* [are], *its* [it's], *two* [too]).
- has spelling errors (e.g., *thik* [think], *studens* [students], *whith* [with], *cuz* [because]).
- has difficulty with sentence construction (e.g., *going whit te schedules, is not balance whit the two things cuz the schedule is cant change and its healthy two but is most dificult change the healthy cuz is lake change your stile for life and not everybary whathe change.*).
- has numerous errors in a brief writing sample.

English/Language Arts
2-point Constructed-Response (CR) Rubric

- 2 points** **Proficient**
The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
- 1 point** **Partially Proficient**
The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
- 0 point** **Not Proficient**
The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Question 2, Sample A – 2 points

The author personifies the maps to make them seem more than a visual medium. He refers to the language of maps, the fact the maps speak to him, and that maps are "many-tongued." By giving maps human-like qualities, he makes them seem alive, more than just a piece of paper or a book of locations. By personifying the maps he makes them seem like more than a visual medium.

Scoring Notes: The response explains how the author uses literary devices to convey that a map is more than "a visual medium" with text-based support (e.g., author personifies the maps, refers to the language of maps, the fact maps speak to him, maps are "many-tongued" and by giving maps human-like qualities, he makes them seem alive). This response receives full credit.

Question 2, Sample B – 1 point

The author uses quotes and imagery to convey that maps not only show the road to a physical destination, but also an inner destination

Scoring Notes: The response explains how the author uses literary devices to convey that a map is more than "a visual medium" (e.g., imagery to convey that maps not only show the road to a physical destination, but also an inner destination) but does not provide text-based support. This response receives a Score Point 1.

Question 2, Sample C – 0 points

The author use literary devices to convey that a map is more than "a visual medium" by saying its almost as if one has to read from a page where all the words have been assembled in random order.

Scoring Notes: The response is text-based, but the example given does not explain how the author uses literary devices to convey that a map is more than "a visual medium." Therefore, this response receives a Score Point 0.

Constructed Response
Reporting Category: Reading Comprehension

Question 3

What is significant about the events described in this article? Support your response with details from the selection.

Exemplary Response:

The author indicates that this is the first time an audience can not only hear someone speak but see him at the same time in this first public demonstration of television. A speech made in Washington was heard and seen by an audience in New York. He expresses amazement that the technology made distance irrelevant when he says, “More than 200 miles. . . between speaker and . . . audience was annihilated.” The author also shares that science has advanced so quickly that this event “outruns the imagination of all the wizards of prophecy.”

Note: The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Please Note: All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.

Question 3, Sample A – 2 points

What is significant about the events described in this article? Support your response with details from the selection.

The events described in this article are significant because it tells about projecting images and seeing them on t.v. for the first time. When Herbert Hoover gave his speech you didn't have to be there to see or hear the speech.

Scoring Notes: The response states what is significant about the events described in this article with accurate text-based support (e.g., it tells about projecting images and seeing them on t.v. for the first time and when Herbert Hoover gave his speech you didn't have to be there to see or hear the speech). This response receives full credit.

Question 3, Sample B – 1 point

- 14.** What is significant about the events described in this article? Support your response with details from the selection.

The events in this article are significant because they tell you who and how the first television broadcast was produced.

Scoring Notes: The response states what is significant about the events described in this article (e.g., how the first television broadcast was produced) but does not provide any details from the text for support. This response receives a Score Point 1.

Question 3, Sample C – 0 points

- What is significant about the events described in this article? Support your response with details from the selection.**

The significance about the story is it is all true and happened in history.

Scoring Notes: The response is too vague to fulfill any requirements of the task. Therefore, this response receives a Score Point 0.

Constructed Response
Reporting Category: Reading Comprehension

Question 4

How did Goodall's methods differ from those of previous researchers? Provide at least TWO details from the article to support your response.

Exemplary Response:

Goodall did not start with the education that other scientists had. She used names and stories where other scientists used numbers and charts. She began by observing without have a theory to prove.

Note: The exemplary response demonstrates a performance that exceeds the expectations of what is required to receive two points. The exemplary response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Please Note: All responses should be based on information from the text and will be scored for reading comprehension only. Language convention errors do not contribute to the scoring of these items.

Question 4, Sample A – 2 points

How did Goodall's methods differ from those of previous researchers? Provide at least TWO details from the article to support your response.

Goodall's methods differ from those of previous researchers by her giving names to the subjects, instead of numbers, and she also used stories to tell information and events, instead of charts and graphs.

Scoring Notes: The response explains how Goodall's methods differ from those of previous researchers with support from the text (e.g., giving names to the subjects instead of numbers and used stories to tell information and events instead of charts and graphs). This response receives full credit.

Question 4, Sample B – 1 point

How did Goodall's methods differ from those of previous researchers? Provide at least TWO details from the article to support your response.

She was told it was impossible to study chimps from close up but she did

She gave them names

Scoring Notes: The first part of this response is inaccurate. The response provides one accurate, text-based detail that explains Goodall's methods (e.g., she gave them names). This response receives a Score Point 1.

Question 4, Sample C – 0 points

How did Goodall's methods differ from those of previous researchers? Provide at least TWO details from the article to support your response.

She climbed a tree and observed them until they came to her and seen she was harmless up close. Other scientist observed from a distance.

Scoring Notes: The response is inaccurate. Therefore, this response receives a Score Point 0.